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ABSTRACT
               This annotated bibliography contains 14 citations of
books, papers, and videotapes that pertain to learner outcomes in
adult education. The following are cited: "Understanding and
Facilitating Adult Learning" (S. Brookfield); "Self-Direction for
Lifelong Learning" (P. Candy); "Helping Adults Learn Workshop" (A.
Chickering); "Adults as Learners" (K. Cross); "Learning and Reality:
Reflections on Trends in Adult Learning" (R. Fellenz, G. Conti);
"Critical Thinking and Self-Directed Learning in Adult Education: An
Analysis of Responsibility and Control Issues" (D. R. Garrison);
"Patterns of Learning" (C. Houle); "Assessment Strategies for Adult
Undergraduate Students" (C. Kasworm, C. Marienau); "The Adult
Learner: What Do You Expect?" (R. Kegan); "The Modern Practice of
Adult Education" (M. Knowles); "An Update on Adult Learning Theory"
(S. Merriam, ed.); "Transformative Dimensions of Adult Learning" (J.
Mezirow); "Adult Education: Evolution and Achievements in a
Developing Field of Study" (J. Peters, P. Jarvis); and "Learning to
Learn across the Life Span" (R. Smith). (KC)

Learner Outcomes as Articulated in Adult Education Literature
Annotated Bibliography
Patricia Brewer

Brookfield, S. (1986). <u>Understanding and Facilitating Adult Learning.</u> San Francisco: Jossey-Bass.

Brookfield sets forth six principles of effective practice: voluntary participation in the learning activity, respect among participants for each other's self-worth, collaborative facilitation of learning with <u>praxis</u> as the heart of all facilitation, facilitation which aims to foster a spirit of critical reflection in students and the development of a "critically aware frame of mind" (p. 17), and the nurturing of self-directed, empowered adults who can assume control over setting educational goals and generating personally meaningful evaluative criteria. Implicit in these principles are the development of skills which lead to praxis, critical reflection, and self-directed learning.

Candy, P. (1991). <u>Self-Direction for Lifelong Learning</u>. San Francisco: Jossey-Bass.

Candy's work in self-directed learning challenges the modern educator to define the concept of self-directed learning. He notes that the term has simultaneously been used to refer to goals for learning, processes associated with learning, or as a characteristic of the adult learner which is present in varying degrees in the learner. Candy also makes the distinction between learning in formal and informal settings, and he uses the term "autodidaxy" to refer to self-directed learning that takes place outside a formal setting. When used to describe the adult learner, Candy outlines the following characteristics of the self-directed learner: methodical and disciplined; reflective and self-aware; curious, open, and motivated to learn; flexible; persistent and responsible; possessing skills in information seeking and retrieval; have knowledge about and skill in the processes of learning; be able to use criteria for evaluating.

Chickering, A. (1989) "Helping Adults Learn Workshop" (Videorecording). Long Beach, CA: California State University Center for Innovative Programs.

Using the ideas of William Bridges, Barry Sheckley, Arthur Chickering, and Steven Brookfield, this video looks at issues surrounding adult learning. Four themes are highlighted: the need for adults to have the ability to change frequently and rapidly by developing skills associated with transition management; the need to know how to grasp, transform, and integrate experience in learning through reflective observation and active experimentation; the need to develop the skills of critical thinking, enhanced by collaborative learning. The fourth theme of this work focused on needed changes in our academic institutions in order to serve adult learners more effectively.

Cross, K. (1981). <u>Adults as Learners</u>. San Francisco: Jossey-Bass.

Cross' early work in the field is useful for its eclectic look at the concept of lifelong learning/lifelong education. In Appendix A, she gives nearly twenty descriptions of lifelong learning, the last being a quote by P.L. Richardson: "Lifelong education means anything you want it to mean" (p. 260). Cross states that the "goal for education . . . is the development of lifelong learners who possess the basic skills for learning plus the motivation to pursue a variety of learning interests throughout their lives" (p. 249).

Fellenz, R. and Conti. G. (1989). Learning and Reality: Reflections on Trends in Adult Learning. Columbus, Ohio: ERIC Clearinghouse on Adult Career, and Vocational Education. (ED 315 663).

In a paper that traces the historical and theoretical trends of the field of adult education, Fellenz and Conti note that the concepts of andragogy, self-directed learning, learning-how-to-learn, and real-life learning continue to be emphasized in adult education. The paper evaluates the concept of learning style and reviews the processes associated with the teaching of learning strategies. The authors note that the goal of learning in the social environment is action, often intended to cause social change. The authors state that the development of the "empowered learner" is the goal of adult education. This empowered learner is one who has developed critical learning skills and has an increased awareness of both the "social-cultural context that affects one's life and the potential one has for transforming that society" (p. 24).

Garrison, D.R. (1992). Critical Thinking and Self-Directed Learning in Adult Education: An Analysis of Responsibility and Control Issues. <u>Adult Education Quarterly</u>. Vol. 42, No. 3, Spring, 1992, 136-148.

Garrison builds upon the work of Brookfield, Candy, Mezirow and others to discuss what he calls the "two dominant theoretical frameworks of adult education: critical thinking and self-directed learning." He links the two frameworks and shows how the two concepts are dependent upon integration. He argues that responsibility and control are fundamental to both critical thinking and self-directed learning, and notes the importance of collaborative learning and self-directed learning in the critical thinking process.

Houle, C. (1984). <u>Patterns of Learning</u>. San Francisco: Jossey-Bass.

Houle delineates some of the goals of adult education that have emerged in Western civilization. These include education as the entire purpose of life, education as a way of examining life, education as an inherent part of a complex pattern of life, and education as a way of preserving or perfecting the state. Houle does not describe attributes of the lifelong learner; instead he focuses on motivation for adult learning and techniques used to complete learning activities. These include self-directed study, mentor and peer interaction, public and private discourse, and education by experience. In this work, as in Houle's <u>The Inquiring Mind</u>, the author's goal is to explore the purpose of adult education and to discover the role that motivation plays in adult learning.

Kasworm, C. and Marienau, C. (1993). Assessment Strategies for Adult Undergraduate Students. In T. Banta (ed.) <u>Making a Difference: Outcomes of a Decade of Assessment in Higher Education</u>. San Francisco: Jossey-Bass.

The authors note four implications for outcomes assessment which they feel to be particularly important for adult learners. These include a focus for outcomes assessment beyond the academic institution, one that connects to the broader community; the importance of a dialogue among faculty, staff, and students who participate in adult programs; the use of alternative assessment procedures which can be used to obtain relevant information; and the use of both formative and summative assessment processes which can provide meaningful information for the individual learner. The authors then highlight three institutions (Thomas A. Edison State College, Empire State College, University of Phoenix) which are implementing innovative assessment processes for their adult learners.

Kegan, R. (1993). The Adult Learner: What do you expect? MLE Alumni Bulletin. Institute for the Management of Lifelong Education. Vol 7. No. 1.

Kegan's piece uncovers the often problematic nature of self-directed learning and adult education's goal of developing the self-directed learner. He notes that the goal of self-directed learning may reflect a "culture-wide curriculum" which calls for a higher order of mental complexity. Thus, adult educators who propose self-directed learning are "asking many of them (adult learners) to change the whole way they understand themselves, their world, and the relation between the two." Instead of the mastery of curriculum (which may focus too narrowly on skills and behaviors associated with that curriculum), Kegan states that the "principal mission of adult education should be support to modernity's order of consciousness."

Knowles, M. (1980). The Modern Practice of Adult Education. Chicago: Follet Publishing Company.

Knowles' work on andragogy set the tone for much of the development of the field of adult education. Although the "theory of andragogy" (with its mixture of humanist and behaviorist foundations) has been disputed by other theorists in the field, the characteristics of the adult learner set forth by Knowles continues to frame much of adult education curriculum design. Knowles makes four assumptions about adult learning: adults move toward increasing self-directedness in their learning; adult learners have a wealth of experience which provides a rich source for curriculum; adults are ready to learn and have specific goals and applications for learning; and, adults have a learning orientation which is performance-centered so learning experiences should be organized around competency-development categories. Knowles' focus was on defining and accommodating the adult as the learner comes to the institution rather than on describing the ideal adult learner.

Merriam, S. (ed). (1993). An Update on Adult Learning Theory. New Directions for Adult and Continuing Education no. 57. San Francisco: Jossey-Bass.

Merriam notes these three elements which identify the field of adult education: andragogy, self-directed learning, and perspective transformation. Implicit in our understanding of these forces in the field is the desire to incorporate these forces in our work with adult students and to develop these attributes in the learner.

Mezirow, J. (1991). <u>Transformative Dimensions of Adult Learning</u>. San Francisco: Jossey-Bass.

Mezirow states that the goal of adult education is perspective transformation, the understanding and critical review of the individual's meaning schemes and meaning perspectives to create a more inclusive, discriminating perspective which is integrative of experience. The goal of perspective transformation is making choices or otherwise acting upon these new understandings which are derived through open discourse. Mezirow has stated that the goal of adult education is social action, but declines to say that other types of action preclude perspective transformation. The elements of critical reflection and ideal conditions of discourse (ideal conditions of learning) form the base for incorporating perspective transformation in a formal education setting.

Peters, J. and Jarvis, P. (1991). <u>Adult Education: Evolution and Achievements in a Developing Field of Study</u>. San Francisco: Jossey-Bass.

In a comprehensive texts that looks at many issues surrounding the practice of adult education, Peters and Jarvis review on the concept of self-directed learning as a key indicator of the field of adult education. They note the continuum of the term, on one end as a descriptor of the adult learner (one who can determine goals and objectives, locate appropriate resources, plan learning strategies and evaluate the outcomes); on the other end, the term is used to refer to a learner who has developed what Mezirow called "critical awareness." The assumption that there is a link between learning and psychological growth, an idea which has increased with research into developmental stages, the life cycle, and phases of adult life, is reviewed. The authors both acknowledge the impact of lifespan development on the learner and urge a critical review of psychological theory in terms of adult education practice.

Smith, R. (1990). <u>Learning to Learn Across the Life Span</u>. San Francisco: Jossey-Bass.

Smith articulates elements of learning to learn and includes the following attributes of the learner: skills for critical thinking; basic communication and computational skills, including computer literacy; some subject matter mastery; awareness of a great variety of resources for learning. The learner will know how to problem pose and problem solve, learn from peers and mentors, and conduct a personal learning project. The learner will be able to self-monitor and reflect on experience in order to learn from it.